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Latin Book, which is meant to be merely suggestive and is expected to be supplemented by the teacher; and Dr. Rouse has prepared a First Greek Book.

In this school I listened to two lessons of the class beginning Latin, a lesson of the class beginning Greek, an exercise in Latin composition of the fourth form, and the reading of Catullus and Thucydides by the sixth form. In the case of the beginners the spoken Latin was confined, naturally, to a few simple, formulaic phrases, but in the other classes the vernacular was scarcely in use at all. The composition consisted in the writing of a story, which the teacher told first with many questions and much explanation, all in Latin, to make sure that the meanings of new words and the pith of the matter were clearly understood, and then retold more rapidly, keeping the meaning, but freely changing the words. The students were supposed to write the story in their own way, making a rough draft in class and polishing it before the next lesson. The advanced class read incredible amounts without translation, and with only so much discussion as was necessary to insure the understanding of the more difficult passages. I could see no reason to doubt that the boys in this class were reading Greek and Latin literature with intelligence and appreciation. How far the use in discussion of the language of the text read conduces to that end I am not sure, but I suppose it must help to the direct apprehension of the meaning. I may add that no time was lost thereby, for explanations were given no less promptly and briefly—by the students, of course, more briefly—than they could have been given in English. In all the upper forms of the school the lessons in the Classics hold the interest of the boys and spur their minds in a degree that is almost incredible, and I was forced to confess that for this school at any rate the method is an entire success. But I am not yet prepared to believe that it would be generally successful. Dr. Rouse is employing it under particularly favorable circumstances. All his boys have been taught to speak French easily before they begin Latin, his classes are very small, and he himself has an enthusiasm, a command of Greek and Latin, and a felicity in using these languages colloquially with clearness and piquancy to which few among us can hope to come. I have, however, for several years felt that there would be a gain if we should use Latin instead of English in the routine of our recitations, and I am now more strongly of that opinion. I have had in mind only general directions to the class and the like, things that have to be said often in one form or another. No large addition to the student's vocabulary would be necessary, while he would have fixed in his memory a few words and

phrases, and some important constructions, such as the troublesome prohibition.

You will be glad to know that I have finished. If you think I have been diffuse and long-winded, I can only say that you have reason to be thankful that you have got off so easily. I saw so much in England that interested me and stimulated my thoughts, that the amount I should say to-day was determined only by the time I had in which to put my notes in order. Many of these notes remain untouched.

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PHILLIPS EXETER ACADEMY

REVIEWS

Livy: Book I and Selections from Books II-X.

Edited by Walter Dennison. New York: The Macmillan Co. (1908). Pp. XXXVII + 344.

The introduction of seventeen pages is divided under the following heads: Life, Works, Sources, Style, Manuscripts and Editions, The Early Legends, Books of Reference. Pages 1-204 include the text: all of Bk. 1; 2. 9-15 The Attempt of Tarquinius to Regain His Throne; 2. 19-20 The Battle of Lake Regillus; 2. 23-33. 3 The Struggle Between the Orders; 3. 26. 3-29. 7 The Dictatorship of Cincinnatus; 3. 33-58 The Rule of the Decemvirs; 5. 21-22 The Fall of Veii; 5. 33-49. 7 The Capture and Sack of Rome by the Gauls; 6. 35-42 The Licinio-Sextian Laws; 7. 2 The Introduction of Scenic Representations; 7. 6. 1-6 The Story of M. Curtius; 8. 3. 8-10 The Latin War; 9. 1-6. 3 The Disaster at the Caudine Forks; 10. 6—9. 6 The Lex Ogulnia and the Lex Valeria; 10. 27-29 The Battle of Sentinum; 10. 47. 2 The Census of the Year 293 B. C. Pages 205-335 include the notes, and pp. 337-344 an *index nominum* with abundant directions to the student regarding their pronunciation according to the English fashion.

The book is small enough to drop into a coat pocket and attractive in appearance. The page is clear and easy to read, while misprints are not numerous. On p. 55, § 6, we find *velle* for *valle*; on p. 69, § 1, *eaque* for *eaque*; on p. 135, § 14, *oculus* for *oculos*; on p. 139, § 9, *cognominem* for *cognomen*; on p. 145, § 1, *designatos* for *designatos*; on p. 244, § 6, *Is is . . .* for *It is . . .*; on p. 245 (2d line), indir. disc. for dir. disc.; on p. 222, § 6, the words "it clearly looked as if the Romans would resort to violence" are evidently a translation and should be in italics; on p. 223, § 13, we find in the notes *scelus*, where the text has the correct *foedus*; and it was surely a *lapsus mentis* when the editor located the Caelian hill "southwest of the Palatine". The editor is inconsistent in spelling *Juppiter* in the text and *Jupiter* in the notes (compare i. 12. 6-7).

A few cases of incorrect English occur, as, for instance, p. 218, "none of the structures are".

The editor has set himself the task of making his edition interesting to the student, who, he believes, "should study his Livy rather for the pleasure of reading and the cultivation of his literary sense than for a mere study of the peculiarities of Latin syntax", although he feels compelled to add the statement that "the latter is important and some attention must be given to it". Hence references to the grammars are not frequent, the first being met near the bottom of the sixth page of the notes, while the first twenty-five chapters of Book I contain only twenty, and chapters 46-60 none at all. Many constructions are, however, explained without references, and occasionally cross-reference is made to another note where the grammars are referred to. The list of grammars used—all the standard American editions—will be found hidden away in a footnote at the bottom of the sixth page of the commentary. Whenever a translation is given, an effort, usually happy, is made to express the thought neatly and idiomatically. This is a great point with the editor, and one of the marked features of this edition is the abundance of such suggested translations and neat turns of expression, which lessen to some extent the probability that the student will fall into *pidgin*-English. Sometimes the student is merely given timely warning how *not* to translate; so on p. 221, § 2, he is told not to translate *qui . . . peterent* by "who should seek". On p. 216, § 1, we find excellent suggestions on the method of translating long periodic sentences. The editor rightly feels that such suggestions and warnings should not be left altogether to the teacher, but should be given to the student exactly at the point of difficulty and when he is preparing his lesson. Attention is frequently called to the stylistic features of a passage. Compare p. 209, § 11. Figures are almost always noticed, and, when it is deemed necessary, explained.

These suggestions, warnings, model translations, etc., should, indeed, contribute to the "cultivation of the student's literary sense", but we could wish that the editor had also referred the student more frequently to the grammars, inasmuch as it is quite impossible either really to enjoy a Latin author or to appreciate his style without a close study of constructions.

The notes on each chapter are preceded by a short summary of its contents, and those on each selection are headed by a list of modern handbooks appropriate for parallel reading.

Probably the most unsatisfactory feature of the book is found in the notes dealing with points of syntax. Here the explanations are often vague, curiously worded, and at times even inaccurate. For instance, it is hard to understand what is meant by the note on *ausi sint*, p. 211, § 4, which is said to be "an independent use of the perfect subjunctive in a clause of result". *Praedae amissae* is incor-

rectly called on p. 215, § 3, a subjective genitive. Is it quite accurate to say that the preposition in the phrase *in centum annos indutiae datae*, p. 230, § 5, "implies motion"? or to translate *fragore tonitribusque*, p. 231, § 1, by "a crash of thunder" instead of by 'crashes of thunder'? *Facta fide immortalitatis*, p. 231, § 8, seems to express means rather than time, the main idea being contained in the participle. The statement, p. 259, § 2, that "in Latin an affirmative answer is given by repeating the verb which is used in asking the question" is only half the truth. *Cordi*, I. 39. 4, may be a locative, but the student will look in vain in his grammars for any proof of the editor's statement, whereas the true locative *animi*, I. 58. 9, is dismissed with the vague remark that it "has the force of a locative".

Other inaccuracies occur, such, for instance, as the statement, p. 212, § 5, that the word *Tiber* is perhaps from the same root as *Albula*, and that in which Decius is said, p. 325, § 4, to have "offered up himself and the legions and auxiliaries of the Romans to the divinities of the lower world", while the inconsistency referred to on p. 237, § 3, is purely imaginary.

The book contains three maps (of Italy, Rome and Latium), and a plan of the battle between the Romans and the Albans against the Veientes and the Fidenates. Every edition of Livy should contain good maps of the Forum and the Palatine hill.

On the whole, the edition is a good one, and it is sold at a very reasonable price. It should, in the hands of a competent teacher, prove stimulating to the student and lead him, in accordance with the author's wish, to appreciate good style and to love Livy.

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C. Sallusti Crispi Bellum Catilinae. Edited with Introduction, Notes and Vocabulary by Daniel A. Penick, University of Texas. Boston: D. C. Heath & Co. (1908). Pp. xx + 171.

This is an attractive and well-illustrated volume added to the Gildersleeve-Lodge Series.

In many respects it is an excellent piece of work. The introduction gives a clear idea of the things which a student should have in mind on beginning the reading of the text, and the commentary contains a great deal of valuable material. The longest section of the introduction is that on the Peculiarities of Sallust's Style, and the special characteristic of the book throughout is the fullness with which it treats the qualities of Sallust's Latinity—very naturally in the case of an author whose "amputatae sententiae et verba ante expectatum cadentia et obscura brevitās" were "pro cultu" in his own day and excited so much attention from later writers. The subject is one that perhaps interests the older student more than the younger pupils who usually